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Parts I and II  
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## **SDI 8T000**

### **Enlisted Professional Military Education Instructor**



### **CAREER FIELD EDUCATION AND TRAINING PLAN**

**CAREER FIELD EDUCATION AND TRAINING PLAN  
ENLISTED PROFESSIONAL MILITARY EDUCATION INSTRUCTOR  
SDI 8T000**

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**ENLISTED PROFESSIONAL MILITARY EDUCATION INSTRUCTOR  
SDI 8T000  
CAREER FIELD EDUCATION AND TRAINING PLAN**

**Part I**

***Preface***

- 1.** This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for this special duty identifier (SDI). The CFETP will provide personnel a clear path to success and will instill rigor in all aspects of SDI training.
- 2.** The CFETP consists of two parts; both parts of the plan are used by supervisors to plan, manage, and control training within the SDI.
  - 2.1.** Part I provides information necessary for overall management of training in the 8T000 SDI. Section A explains how everyone will use the plan; Section B identifies SDI progression information, duties and responsibilities, training strategies, and SDI path; Section C illustrates SDI training requirements; Section D indicates resource constraints such as funding, manpower, equipment, and facilities.
  - 2.2.** Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, and core tasks; Sections B and C are not used. Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section E is not used.
- 3.** Using guidance provided in the CFETP will ensure individuals in this SDI receive effective and efficient training. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

## ***ABBREVIATIONS/TERMS EXPLAINED***

**Academic Instructor School (AIS).** The teacher's college of the Air Force.

**Accreditation.** A non-governmental and voluntary process concerned with improving educational quality and assuring the public that member institutions meet established standards.

**Affiliated School.** Any school which has been accepted into the CCAF system. An affiliated schools' curriculum is worth college credit to its graduates.

**Air Education and Training Command (AETC).** Major command responsible for development and growth of Air Force people through selective recruiting, thorough training, and comprehensive education.

**Air Force Career Field Manager (AFCFM).** An individual on the Air Staff charged with the responsibility for overseeing all training and career field management aspects of an Air Force specialty or group of specialties.

**Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS).** A comprehensive task list which describes a particular job type or duty position. They are used by supervisors to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

**Air Force Senior Noncommissioned Officer Academy (SNCOA).** The third level of enlisted professional military education. Responsible for expanding SNCOs leadership capabilities and strengthening their commitment to the profession of arms.

**Air Force Specialty Code (AFSC).** A combination of numbers and alpha characters used to identify an Air Force Specialty. Enlisted AFSCs consist of five characters.

**Airman Leadership School (ALS).** First level of enlisted professional military education which prepares SrA for supervisory duties and fosters a commitment to the profession of arms.

**Air National Guard (ANG).** Air Reserve component with both a federal and state mission.

**Career Field Education and Training Plan (CFETP).** A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field or Special Duty Identifier (SDI). It outlines a logical growth plan that includes training resources and is designed to make career field or SDI training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

**Certification.** A formal indication of an individual's ability to perform a task to required standards.

**Certifying Official.** A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

**College for Enlisted Professional Military Education (CEPME).** Established in 1993, the College for Enlisted Professional Military Education (CEPME) discharges Air University's responsibility for the education of future enlisted leaders throughout the Air Force.

**CEPME/CV.** College for Enlisted PME Vice Commandant.

**CEPME/RP.** College for Enlisted PME Resource Program.

**Community College of the Air Force (CCAF).** Largest community college in the world, and the only one of its kind in the DOD. CCAF is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate in applied science degree.

**Core Task.** A task Air Force Career Field Managers (AFCMs) identify as a minimum qualification requirement within an Air Force specialty or duty position.

**Director of Education (ED).** Directs all educational operations.

**Director of Resources (RM).** Performs the resource management function.

**Educational Programs Cadre (EPC).** Organization responsible for the development and standardization of professional military educational programs for all ALSs, and NCOAs throughout the Air Force, as well as the AF Senior NCO Academy. Responsibilities include resident and non-resident programs as well as instructor qualification courses for personnel assigned to all programs.

**Educational Programs Cadre, Dean (EPC/DE).** The Dean is responsible for the development of policies and procedures governing USAF EPME programs and performs duties as required as the Director of Education to the Commander, CEPME.

**Educational Programs Cadre, Director of Education (EPC/ED).** Responsible for the development and maintenance of all instructional materials for ALS, NCOA, and SNCOA.

**Educational Programs Cadre, Director of Operations (EPC/DO).** Interprets and initiates policy and procedures necessary to ensure educationally sound, relevant, and standardized EPME operations.

**Enlisted Professional Military Education (EPME).** A continuum of education designed to provide professional education throughout an enlisted member's career: ALS, NCOA, SNCOA.

**EPME Instructor Course.** Mandatory follow-on course to AIS for all EPME instructors. Helps new instructors understand how EPME curriculum builds a stronger enlisted force and how to apply specific skills to the EPME academic environment. Familiarizes instructors with standardized program implementation policies and procedures.

**Faculty Folder.** A record of the teaching faculty's credentials and qualifications. The primary source of documentation for CCAF instructors.

**General Education Requirements (GER).** 15 semester hours (3 each) of oral communication, written communication, mathematics, social sciences, and humanities.

**Go/No Go.** The decision point at which an individual has/has not gained enough skill, knowledge, and expertise to perform the tasks without supervision.

**HQ USAF/DPDE.** The Air Staff EPME representative.

**Instructional System Development (ISD).** A deliberate and orderly, but flexible process for planning, developing, implementing, evaluating, and managing instructional systems. It ensures personnel are taught in a cost effective way the knowledge, skills, and attitudes essential for successful job performance.

**Initial Instructor Qualification Training (IIQT).** Mandatory training requirements which include preservice training, student teaching requirements, and core tasks.

**In-Service Training (IST).** Ongoing/recurring training for *student or qualified* instructors which enhances their readiness to teach an existing lesson, prepares them to teach a new or significantly changed lesson, or updates their knowledge of new or existing policies and procedures.

**Instructor of Technology and Military Science Degree (ITMS).** A second or subsequent CCAF degree for instructors actively teaching in a CCAF affiliated school.

**Major Command (MAJCOM).** A major subdivision of the Air Force with a specific portion of the Air Force mission.

**Noncommissioned Officer Academy (NCOA).** The second level of enlisted professional military education. Provides NCOs professional military education to broaden leadership and supervisory skills and expand their perspective of the military profession.

**Occupational Instructor Certificate (OIC).** The OIC is a certificate offered by CCAF to its instructors teaching in affiliated schools.

**Office of Primary Responsibility (OPR).** Office or individual having primary responsibility for a program or process.

**On-The-Job Training (OJT).** Hands-on training that a duty location uses to certify personnel in upgrade and job qualification training.

**Professional Development (PD).** Education, training, and experience beyond initial qualification and certification training, student teaching course completion, and in-service training.

**Qualification Training (QT).** Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the dual channel OJT program occurs both during and after the upgrade training process. It is designed to provide the knowledge and performance skills required to do the job.

**Qualification Training Package (QTP).** An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

**Resource Constraints.** Resource deficiencies/limitations, such as money, facilities, time, manpower, and equipment that impact required training.

**Special Duty Identifier (SDI).** A four- or five-digit code and title used to identify manpower positions and persons performing duties not clearly within a specific career field.

**Specialty Training Standard (STS).** An Air Force publication that describes the skills and knowledge that an airman in a particular Air Force specialty/SDI needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirement for an Air Force specialty code that the formal schools teach.

**Standard.** An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

**Student Teaching Course (STC) (Formerly Practicum).** The criteria and practical teaching experience new instructors must obtain under direct supervision of a fully qualified CCAF faculty member.

**Training/Technical Reference (TR).** Any documentation used to support training.

**Trainer.** A trained, certified person who teaches personnel to perform certain tasks through OJT methods. Also, equipment that the trainer uses to teach personnel specified tasks.

**Training Setting.** The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study, etc.).

**Utilization and Training Workshop (U&TW).** A forum of MAJCOM Air Force Specialty Code (AFSC) or SDI functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements.



## ***Section A - General Information***

### **1. Purpose.**

**1.1.** This CFETP provides the information necessary for functional managers, commandants, ALS flight chiefs, training managers, supervisors, and trainers to plan, develop, manage, conduct, and evaluate an effective EPME training program. Standardized education and training requirements for all EPME instructors are a must. This CFETP accurately reflects what is necessary for a new or experienced instructor to prepare for basic instructional duties. Specifically, this CFETP:

**1.1.1.** Establishes baseline training requirements for initial qualification for SDI 8T000 duties.

**1.1.2.** Identifies the core task and knowledge training requirements for performing classroom instruction and instructional support duties.

**1.1.3.** Lists the training courses available for qualifying new instructors or re-qualifying returning instructors.

**1.1.4.** Identifies career progression opportunities within the EPME SDI and describes the duty requirements for each major position within EPME.

**1.1.5.** Identifies the requirements for conducting/attending in-service training and professional development, and earning the CCAF OIC and the ITMS degree.

**1.1.6.** Identifies major resource constraints which impact implementation of the desired career field education and training program.

### **2. Uses.**

**2.1.** This plan is used by managers in all EPME programs to ensure comprehensive, standardized training programs which develop qualified instructors able to meet the unique requirements of each teaching or instructional support assignment.

**2.2.** AETC education and training personnel develop and revise formal resident, nonresident, and exportable training based upon user-established requirements outlined in Part II of this CFETP. They will work with the AFCFM to develop acquisition strategies for obtaining the resources needed to provide the identified training.

**2.3.** MAJCOM EPME managers, commandants, and ALS flight chiefs will ensure their training programs complement the mandatory initial instructor qualification training requirements.

**2.4.** EPC will use the CFETP to program training requirements for EPC personnel engaged in developing, administering, and evaluating EPME instruction.

**2.5.** Individual EPME instructors must ensure they complete mandatory training requirements specified in this plan. Part II, identifies mandatory training requirements and identifies sources for the required training.

### **3. Coordination and Approval.**

**3.1.** EPC will serve as the OPR for the CFETP and will host U&TWs as directed by the AFCFM, to determine 8T000 training requirements and revise and/or develop an effective CFETP. EPC will maintain the CFETP, suggest necessary revisions, and submit new or revised CFETP versions to the AFCFM for action.

**3.2.** MAJCOM managers must conduct an annual review of the CFETP and report inadequacies to the AFCFM through EPC not later than 45 days prior to the anniversary date of the CFETP (as printed in the upper right corner of the CFETP). Negative replies are required. EPC will consolidate inputs for submission to the AFCFM.

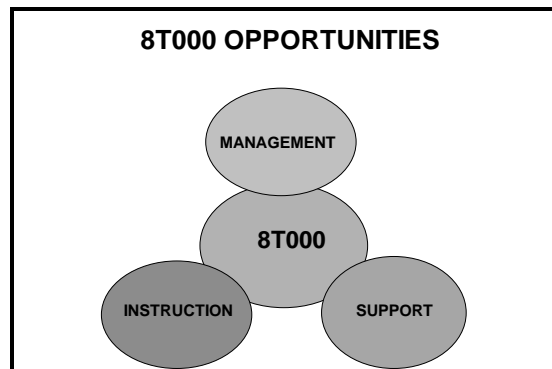
**3.3.** The AFCFM, by letter, has delegated the authority to review and coordinate the CFETP to EPC/DE. EPC/DE will conduct an annual review within 45 days of the anniversary date of the CFETP to ensure accuracy and relevancy and to incorporate any changes provided by the EPME community. The AFCFM will request EPC conduct a U&TW when it appears major revision or replacement of the CFETP is necessary to meet mission requirements. Upon approval by the AFCFM, EPC will publish, issue, announce, and index the CFETP in accordance with AFI 36-2201, Developing, Managing, and Conducting Training.

## ***Section B - EPME Opportunities and Information***

### **4. Specialty Descriptions.**

**4.1.** The purpose of this section is to identify opportunities and duty positions within EPME SDI 8T000. By evaluating what is available and the specific demands of each position, NCOs can decide: (1) if they want to apply for EPME duty, and/or (2) where they would like to be assigned within EPME.

**4.2.** Unlike “typical” career fields such as security forces, medical, maintenance, or supply, a career progression ladder does not exist for EPME SDI 8T000. Since individual perceptions and values control how we see a particular move within EPME, rather than a systematic evolution of training and experience, it is impossible to identify a standardized or typical career path an 8T000 might follow as they progress within the SDI. “*Opportunities*” are functionally organized in three basic areas: management, instruction, and support.



**4.3.** EPME positions (instructors, managers, and support) are controlled duty tours. Tour lengths generally range between 36-48 months. Special duty tour extensions and subsequent EPME assignments must match Air Force needs, MAJCOM policy, EPME requirements, and individual preference.

**4.4. Manpower Table.** The tables below show opportunities by grade and function. These positions were derived by examining how and where 8T000s are employed. **The exact number and availability of specific positions vary.** Interested personnel should contact the organization of choice to verify specific requirements and availability.

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
MANAGEMENT	HQ USAF/DPPE					
	CEPME/CV					
	CEPME/RP					
	EPC/DE					
	EPC/ED					
	EPC/DO					
	SNCOA/CC					
	NCOA/CC					
	ALS Flight Chiefs					
	NCOA ED/RM					
	SNCOA ED/RM					
	MAJCOM REP					

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
INSTRUCTION	ALS					
	NCOA					
	SNCOA					

AREA	LOCATION AND POSITION	SSGT	TSGT	MSGT	SMSGT	CMSGT
SUPPORT	DESIGNER					
	EVALUATOR					

**4.5. EPME Duty Titles and Job Descriptions.** *Note: The duty titles Commander, Vice Commandant, and Dean are reserved for specific one-deep positions, are authorized for CEPME only and are not authorized for general use as optional duty titles.* The following duty titles and their accompanying job descriptions are intended to describe positions available throughout EPME for those performing like duties. The duty description, *not the title*, may be modified to meet the EPME level, unique local conditions and/or additional duties. These examples are provided merely as illustrations and are not intended to limit a commandant's/ALS flight chief's authority to clearly identify duty requirements within a school.

**4.5.1.** Commandants and/or ALS flight chiefs will not establish additional positions for individuals whose duty is accurately described by one of the duty titles identified in the following pages.

## **MAJCOM EPME Representative**

Manages the command's EPME programs. Formulates, interprets, and implements command policy affecting EPME. Analyzes and refines EPME workload. Oversees the operation of command ALSs. Calculates and distributes NCOA quotas for eligibles. Processes special duty applications for EPME instructor duty. Manages command EPME achievement awards program and forwards nominees to Air Force for consideration. Focal point for SNCOA deferment requests in the command. Conducts quality and staff assistance visits as requested. Researches and prepares point papers, staff summaries, and briefings addressing EPME issues for the command section. Formulates and coordinates command-unique EPME policy. Represents command at EPME conferences and workshops. Hosts command EPME workshops.

## **SNCOA Commandant, NCOA Commandant, ALS Flight Chief**

Responsible for all aspects of operations. Implements Air Force and MAJCOM EPME policies, programs, and procedures. Provides leadership, guidance, and direction to the faculty, support staff, and students. Supervises and/or evaluates faculty and support staff. Directs facility and uniform appearance inspections. Responsible for the training of faculty and support personnel. Interfaces with Air Force and civic organizations to enhance support for EPME. Recruits and selects faculty and support personnel. Manages all resource programs: manpower, money, equipment, and facilities. Plans, manages, and hosts graduation ceremonies. (ALS flight chiefs instruct as necessary).

## **Director of Education (ED) *(NCO Academies, and Senior NCO Academy only)***

Directs all educational operations. Supervises instruction, evaluation, counseling, and progress of students. Manages all aspects of the student and faculty evaluation programs. Manages the student recognition program. Instructs as necessary. Manages the faculty training program. Supervises and trains faculty and coordinates faculty development program. Prepares and manages the course and manages use of facilities. Advises commandant on matters pertaining to students and faculty. Manages the course survey and feedback programs. Ensures lesson objectives are met. Manages the guest speaker program. Conducts statistical analysis of all aspects of curriculum student tests, and faculty development.

## **Director of Resources (RM) *(NCO Academies and Senior NCO Academy only)***

Performs the resource (manpower, money, equipment, and facilities) management function. Manages/supervises the support staff. Performs protocol duties. Plans and manages the graduation banquet. Provides audiovisual support for academic operations. Manages the student billeting and orderly room functions. The RM will instruct as necessary.

### **ALS Flight Instructor, NCOA Flight Instructor, SNCOA Flight Instructor**

(All faculty conducting instruction in any EPME program hold the title of flight instructor.)

Conducts EPME instruction as outlined in AF directives. Prepares for instruction through group review and self-study. Prepares facility/classroom/auditorium for instruction. Maintains lesson plans, textbooks, test and measurement devices, student workbooks, handouts, and lesson aids. Uses instructional aids and training equipment in support of lesson plan objectives. Supervises, counsels, evaluates, and advises students. Administers examinations, maintains student records and documents student actions. Receives training and trains instructors. Coordinates and conducts panels, exercises, and other ceremonial duties to enhance learning. Assists with in-and out-processing and graduation tasks.

### **USAF EPME Instructional Systems Designer**

Manages the research, development, maintenance, and distribution of lesson plans, study guides, written and performance evaluations, and instructor reference materials for EPME. Designs, implements, and maintains a quality curriculum for EPME schools. Reviews and revises educational materials to ensure currency and accuracy. Develops and instructs instructor courses. Responsible for students' educational development in the EPME instructor courses. Evaluates student achievement of instructional objectives. Performs consultation visits. Evaluates performances of individual instructors and schools, and analyzes the overall effectiveness of EPME programs. Participates in Air Force-wide EPME conferences and workshops.

### **USAF EPME Instructional Systems Analyst**

Manages test data collection and analysis function. Develops and manages data collection processes for evaluation of three enlisted education programs. Collects, analyzes, and interprets educational program data generated by student examinations and performance evaluations. Performs statistical comparisons of performance indicator data to determine relative effectiveness of educational programs conducted by ALS, NCOA and SNCOA. Analyzes all data and prepares reports for curriculum designers, education advisors, flight chiefs and commandants. Makes recommendations to curriculum teams to ensure continuous improvement of EPME programs. Provides assistance to customers in developing data collection plans and process measurement instruments, selecting statistical tools and interpreting quantitative and qualitative statistics.

**OPTIONAL DUTY TITLES FOR NCOAs AND THE SNCOA ONLY:** Duty titles may be established at an NCO Academy or the Senior NCO Academy only where an individual is placed in a duty position which requires substantial leadership, management, or direction of either a major area of curriculum, other instructors or staff, a major functional area to be determined by a commandant, or any combination of these. (See *Note*, para 4.5.) Use of the title "*Superintendent*" in a duty title is only authorized where an individual supervises at least *three* other personnel as part of their normal duties. Those in one-deep positions will *not* be Superintendents. An individual, responsible for supervising other instructors and a major functional area of curriculum may be titled, for example, the "Superintendent, Communication Skills."

## Superintendent,

Supervises the \_\_\_\_\_ (branch, team, etc.). Manages the \_\_\_\_\_ curriculum area (or other functional division) and ***directly supervises personnel***. Helps develop divisional (and/or organizational) **policies**, programs, and procedures. Maintains all related resources and equipment required for the division. Performs duties as a flight instructor.

### 4.6. Selection Criteria

**4.6.1.** This section establishes broad policy guidelines for commandants, ALS flight chiefs, and other managers involved in recruiting and selecting individuals for EPME instructor duty. Its purpose is to ensure that only the highest quality candidates, who meet mission essential criteria, are selected for EPME instructor duty. It identifies *mandatory* requirements for 8T000 duties and *desirable* qualifications which *should* be considered when screening EPME applicants.

**4.6.2.** The *mandatory* hiring practices apply to all 8T000 managers engaged in recruiting, screening, and selecting personnel for EPME duties. The qualifications specified apply to all potential 8T000s, not just those slated for full-time teaching positions.

**4.6.3.** These selection criteria *may not* be waived locally. Any requests for waivers/deviations from this policy must be approved at the following levels:

Airman Leadership Schools	MAJCOM
OVERSEAS NCO Academies	MAJCOM
CONUS NCO Academies	CEPME/CC
Senior NCO Academy	CEPME/CC
Educational Programs Cadre	CEPME/CC
ANG NCOA	National Guard Bureau

**4.6.4.** Individuals selected for EPME duties *must* meet the following qualifications:

**4.6.4.1** Complete the resident program (or equivalent) for which they are applying prior to assuming teaching duties.

**4.6.4.2** Individuals hired for the ALS must be in the grade of SSgt (or SSgt select) through MSgt.

**4.6.4.3.** Individuals hired for the NCOA must be in the grade of TSgt (or TSgt select) through CMSgt.

**4.6.4.4.** Individuals hired for the SNCOA must be in the grade of MSgt (or MSgt select) through CMSgt.

**4.6.4.5.** Current CCAF affiliation requirements apply to all new hires: The individual must be able to complete, as a minimum, a two-year degree within one year of assignment (CCAF Policies, Procedures, and Guidelines Handbook, dated July 1998).

**4.6.5.** Although not required, the following factors should be considered when selecting individuals for 8T000 duties:

**4.6.5.1.** Prior teaching experience, either in EPME, technical training, or at unit level.

**4.6.5.2.** Prior completion of Academic Instructor School.

**4.6.5.3.** Demonstrated outstanding written and verbal communication skills.

**4.6.5.4.** Demonstrated outstanding interpersonal communication skills, including the ability to function effectively as both a team member and team leader.

**4.6.5.5.** High standards of personal dress and appearance.

**4.6.5.6.** Recent experience in an operational or support unit which would give the applicant a feel for current organizational norms “in the field.”

**4.6.5.7.** A two-year, or higher, degree from an accredited institution.

**4.6.5.8.** While a CCAF or other two-year degree *is not* a mandatory prerequisite for assignment into EPME duties, EPME managers must consider the candidates’ degreed status. Continued EPME affiliation with CCAF and continued CCAF accreditation are important goals for the enlisted corps which are jeopardized when non-degreed faculty are hired into EPME organizations. When *equally qualified* candidates are available for an EPME position which will place that person in a *teaching position*, a *degreed* applicant should be selected over a *non-degreed* applicant. Individuals who cannot complete degree requirements within one year of assignment to EPME duties will *not be selected* per paragraph 4.6.4.5. above.



## Instructor of Technology and Military Science Degree

### 5. Community College of the Air Force Requirements

**5.1. Degree Requirements.** Personnel holding other AFSCs, and performing duty as a full-time instructor in a CCAF affiliated school and members of the other armed services actively teaching Air Force courses at a CCAF affiliated school may register for this program. The journeyman (five) level must be held at the time of program completion.

	Semester Hours
Technical Education.....	24
Leadership, Management, and Military Studies.....	6
Physical Education.....	4
General Education.....	15
Program Elective.....	15
Technical Education; Leadership, Management, and Military Studies; or General Education	
Total.....	64

**5.2. Technical Education** (24 Semester Hours): A minimum of 12 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective courses.

**5.3. Leadership, Management, and Military Studies** (6 Semester Hours): Professional military education and/or civilian management courses.

**5.4. Physical Education** (4 Semester Hours): This requirement is satisfied by completion of Basic Military Training.

**5.5. General Education** (15 Semester Hours): Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable general education subjects/courses as provided in the CCAF General Catalog.

**5.6. Program Elective** (15 Semester Hours): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

**5.7.** Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an EPME instructor should be actively pursuing an associates degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

## ***Section C - 8T000 Training Requirements***

### **6. Special Duty Qualification Requirements**

**6.1. Knowledge.** Knowledge is mandatory of: principles, techniques, and methods of instruction; use of visual aids; learning processes; curriculum development; education and training evaluation; and counseling methods and techniques.

**6.2. Education.** For entry into this SDI, it is desirable for the applicant to hold at least an associate degree or higher, or be able to complete an associate degree within one year of entry.

**6.3. Training.** The following training is mandatory as indicated:

**6.3.1.** Completion of a certified in-resident EPME course is mandatory. The course must be equal to or higher than the course in which member is assigned duty.

**6.3.2.** For those who will conduct EPME courses, completion of the Academic Instructor School.

**6.3.3.** For those who will conduct EPME courses, completion of the EPME Instructor Course.

**6.4. Experience.** For entry into this SDI, prior qualification in any AFSC at the 5-skill or higher (3-skill level if no 5-skill level exists) is mandatory.

**6.5. Other.** The following are mandatory as indicated:

**6.5.1.** Ability to speak clearly is mandatory.

**6.5.2.** Recommendation by unit commander.

**6.5.3.** For entry, award, and retention of this SDI, possession of high standards of military appearance and conduct.

**7. Instructor Qualification Training Requirements** Although the 8T000 SDI is awarded upon entry into EPME special duty, certain core requirements must be met by all 8T000 personnel to be considered fully qualified. To best ensure EPME instructors are properly prepared to teach in an EPME classroom, they are required to complete a two phase training program. The first is initial instructor qualification training (IIQT) requirements and the second is lesson qualification requirements. The first phase qualifies the instructor to teach, the second ensures the instructor is qualified on all lessons presented in the EPME classroom. IIQT and lesson qualification requirements are two separate, yet simultaneous requirements each instructor must successfully complete. IIQT requirements will normally be completed before the lesson qualification requirements. Units *may not* certify as “fully qualified,” instructors who have not met these guidelines. Units may supplement these requirements as they see fit. The requirements listed below are mandatory for all 8T000s serving in an EPME school.

## **7.1. Instructor Initial Qualification Training (IIQT) Requirements**

**7.1.2. Purpose.** This section establishes the minimum mandatory training requirements for IIQT. It is designed to establish the minimum acceptable IIQT, while being flexible enough to allow individual units to tailor their training programs to fit the needs of the faculty in accomplishing the mission. **All IIQT requirements are complete when all preservice training, student teaching course requirements, and core task requirements are met, along with the approval of commandant/ALS flight chief.**

**7.1.3. Applicability.** These IIQT requirements apply to all EPME schools.

**7.1.3.1.** Each instructor is required to complete a thorough training program to be considered a qualified instructor. The table below outlines IIQT requirements.

<b>IIQT REQUIREMENTS</b>	
<b>Requirement</b>	<b>Paragraph/Page No.</b>
Preservice Training	7.1.4.
Student Teaching Course	7.1.5.
Core Tasks	pg. 25-28
Oral/Written	7.1.7.

**7.1.4. Preservice Training.** The initial skills provided by these courses are considered minimum requirements which must be met prior to full qualification as an 8T000. New instructors should complete AIS and the applicable instructor course in the beginning of IIQT. This will ensure the instructor receives a good foundation before entering the EPME classroom.

**7.1.4.1.** Academic Instructor School (AIS), IAW AUI 36-2302, Completion of Academic Instructor School By Air University Instructional Personnel; all individuals assigned to duties involving instruction or supervision of instruction must complete AIS before beginning duty.

**7.1.4.1.1.** Previous AIS Graduates. Commandants/flight chiefs must evaluate newly assigned faculty's demonstrated proficiency when the member is a prior AIS graduate (more than 6 years from graduation prior to beginning EPME instructor duty). If the faculty member's skills are deemed sufficient, the commandant/flight chief forwards a letter with justification to EPC/DE of his/her decision not to have the faculty member repeat AIS. EPC/DE will endorse the letter, return original to the school, and maintain a file copy. Commandants/flight chiefs will file the endorsed letter in Section 3 of the member's faculty folder.

**7.1.4.1.2.** New commandants without prior PME experience or who have not attended AIS must do so—due to evaluation of faculty.

**7.1.4.1.3.** Waivers and deferrals must be coordinated and routed through the proper chain of review to CEPME/CC for approval/disapproval.

**7.1.4.2. EPME Instructor Course.** All new EPME instructors must attend the instructor course. This course is designed to further prepare instructors to assume their role as an EPME instructor. This course is conducted by EPC immediately following AIS.

**7.1.5. Student Teaching Course (STC).** Not every EPME lesson needs to be taught by a new instructor for them to become qualified in the EPME student teaching course. However, instructors should teach a variety of lessons during their enrollment in the student teaching course. The minimum number of contact hours needed to meet the requirements of the EPME student teaching course is broken out, by category, below:

<b>EPME STUDENT TEACHING COURSE HOURLY REQUIREMENTS</b>	
	<b>HOURS</b>
(1) Classroom Instruction	120
(2) Lesson Plan Preparation	20
(3) Preparation and Use of Audiovisual Aids	10
(4) Student Test Administration Procedures	5
(5) Academic Counseling of Students	10
(6) Feedback on Instructor Performance	5
(7) Subject Matter Testing	10
<b>TOTAL COURSE HOURS</b>	<b>180</b>

**7.1.5.1. IAW CCAF Campus Relations Policies, Procedures, and Guidelines Handbook,** dated July 1998, the STC requires documentation that the instructor was informed of the following information:

**7.1.5.1.1.** Affiliated school's subject matter testing process requirements used to assess instructor competence on course materials being taught. EPME instructors must receive a minimum of 90% on all available (one version is sufficient) objective and written tests. MAJCOM representatives, commandants and ALS flight chiefs may increase this percentage if desired.

**7.1.5.1.2.** Procedures for faculty members to receive education counseling.

**7.1.5.1.3.** Affiliated school's supervision and evaluation procedures.

**7.1.5.1.4.** Documents used to track and certify faculty qualification training.

**7.1.5.1.5.** Procedures describing the student teaching course completion process.

**7.1.5.1.6.** Instructor evaluation processes. As a minimum, an instructor must receive two instructional evaluations by a fully qualified CCAF faculty member to complete the student teaching course. Evaluations must be conducted on two of the three core task teaching methods listed on the STS. Maintain these evaluations in section 2 of the instructor's faculty folder. Further evaluations will be conducted IAW EPME Procedural Guidance, paragraph 15.3.2., and local guidance.

**7.1.5.1.7.** Document the above information on a copy of the checklist found in the CCAF Campus Relations Policies, Procedures, and Guidelines Handbook, Fig 4, Appendix I—3 or the EPME Policies, Procedures and Guidelines handbook.

**7.1.5.2.** Once an instructor has completed a student teaching course worth 12 credit hours, no other student teaching course will be required. This includes instructors who were hired from technical training centers, have previously completed a student teaching course, and have the appropriate documentation proving completion. Additionally, those instructors who have moved between levels of EPME will not be required to complete the student teaching requirements a second time. However, it is important all faculty members, regardless of past experience, complete all lesson qualification requirements for the level of EPME they are assigned, see paragraph 7.2. (e.g. individual is assigned to an ALS and completes the student teaching course. After 3 years of instruction they are reassigned to an NCO academy, they must complete the NCO academy's lesson qualification requirements but no additional student teaching course to be considered "qualified" to teach the academy's curriculum.)

**7.1.5.3.** In addition to tracking student teaching course lessons taught using an AF Form 1098, or equivalent, all EPME instructors will be tracked on their progress in the student teaching course using the checklist found in the CCAF Campus Relations Policies, Procedures, and Guidelines Handbook, Fig 4, Appendix I—3 or in the EPME Policies, Procedures, and Guidelines handbook. A copy of this checklist must be maintained in section 1 of the faculty folder.

**7.1.6. Core Task Requirements.** All EPME instructor core task requirements can be found on pages 25-28 of this CFETP. All core task requirements will be completed prior to submitting the instructor for STC completion.

**7.1.7. Oral and Written Proficiency Requirements.** Oral and written proficiency requirements are met through attendance of Academic Instructor School and evaluations conducted throughout the IIQT process.

**7.1.8.** Once the instructor has completed all outlined requirements, they are considered complete with IIQT. While they will be considered a "qualified" instructor, this will *only* qualify the instructor to teach those lessons which they taught to meet minimum student teaching course requirements. The instructor must continue to teach all lessons to meet the requirements of the following area - lesson qualification.

## **7.2. Lesson Qualification Requirements.**

**7.2.1. Applicability** This area outlines the requirements necessary to ensure a standardized instructor lesson qualification program is established to produce a fully qualified instructor. The following procedures will be used to track all assigned instructors' lesson qualifications:

**7.2.1.1.** Instructors will be issued the specific lesson plans and will be instructed to begin reviewing and researching the materials. **NOTE:** Ensure the lessons provided are the most current lessons published by EPC.

**7.2.1.2.** As a new instructor satisfactorily teaches each lesson under observation, document the date taught, and the lesson title and number on the individual's AF Form 797, or equivalent in the appropriate area. Once the instructor has satisfactorily taught a lesson under observation, they are considered *lesson* qualified. The first 120 classroom teaching hours completed during this phase will be used towards the student teaching course requirements described in paragraph 6.1.5.

**7.2.1.3.** Continue to document each time the instructor satisfactorily teaches different lessons. Once the instructor has satisfactorily taught all platform instruction hours for the level of EPME to which they are assigned, they are considered complete with lesson qualification requirements. The only documentation used to show an instructor is complete with lesson qualification requirements will be a completed AF Form 797, or equivalent found in section 1, of the faculty folder. **Note:** As new lessons replace or are added to the curriculum, a running list of lessons the instructor is qualified to teach should be maintained on the tracking document.

## **8. Faculty Continuation Training & Development.**

### **8.1 In-Service Training**

**8.1.1. Purpose.** Ensures the instructor staff is fully prepared to teach all assigned lessons and is current on all applicable policies and procedures. In-service training is a mandatory training requirement to the extent required by an organization's mission, the readiness of its faculty to discharge that mission, and changing curriculum.

**8.1.2. Minimum Requirements.** Commandants/ALS flight chiefs must ensure each 8T000 receive *at least* 32 hours of in-service training annually. The Dean, EPC, is responsible for ensuring each 8T000 instructional designer in a teaching position receives *at least* 32 hours of in-service training annually. **NOTE:** This annual requirement is based on date of assignment.

**8.1.3. Responsibilities.** The Dean, EPC/commandant/ALS flight chief is responsible for establishing procedures to identify sources to conduct IST for new or revised curriculum, obtain the training, select personnel to conduct the training, identify who must attend, and document attendance. They will ensure IST is conducted for new/revised curriculum, policy and procedures.

**8.1.4. Documentation.** In-service training must be documented in the instructor's faculty folder, section 1. Training may be recorded on an AF Form 1098, Special Task Certification and Recurring Training, or equivalent. Use of the AF Form 797, Job Qualification Standard Continuation/Command JQS is not recommended as it is intended for position qualification training.

**8.1.5. Strategy.** To provide USAF EPME organizations guidelines to assist them in establishing continuous faculty improvement opportunities. Some suggested opportunities for IST include providing faculty members training on new lesson plans, group norming evaluations of student speeches and papers, and one-on-one informal feedback on lesson presentations.

## **8.2. Professional Development**

**8.2.1. Purpose.** To support the USAF EPME mission by providing faculty members the opportunity to enhance and broaden their instructional, professional, and academic abilities through continuous training and educational development.

**8.2.2. Minimum Requirements.** Commandants/ALS flight chiefs must ensure that each 8T000 receives *at least* 16 hours of professional development annually. The Dean, EPC, is responsible for ensuring each 8T000 instructional designer in a teaching position receives *at least* 16 hours of professional development annually. NOTE: This annual requirement is based on date of assignment.

**8.2.3. Responsibilities.** Professional development is a shared responsibility between the individual and his or her supervisor. Dean, EPC/commandants/ALS flight chiefs are responsible for ensuring the professional development needs of the faculty are met. They have discretion in determining how much and what type of professional development opportunities will meet the personal and professional needs of the faculty. Dean, EPC/commandants/ALS flight chiefs are responsible for identifying sources of professional development and programming the resources necessary to accomplish the training.

**8.2.4. Documentation.** Professional development must be documented in the instructor's faculty folder, section 1. Training may be recorded on an AF Form 1098, Special Task Certification and Recurring Training, or equivalent. Use of the AF Form 797, Job Qualification Standard Continuation/Command JQS is not recommended as it is intended for position qualification training.

**8.2.5. Strategy.** To provide USAF EPME organizations guidelines to assist them in establishing consistent faculty development programs to continuously improve the quality of educational institutions. Some suggested guidelines for professional development are establishing professional relationships with local civilian colleges and universities through the Education Services Flight, encouraging faculty members to avail themselves of off-duty educational opportunities related to curriculum areas, encouraging enrollment/attendance in Air Force courses available for professional development, seeking assistance from other base agencies, using computer resources to obtain information pertinent to professional development, encouraging use of instructional skills and training outside the PME environment, taking advantage of CCAF programs, and seeking leadership positions outside the PME environment.

## ***Section D - Resource Constraints***

**9. Purpose.** This section identifies known resource constraints which preclude optimal/desired training from being developed or conducted, including information such as funding, manpower, equipment and facilities. A narrative explanation of resource constraints and an impact statement describing what effect each constraint has on training is included. Resource constraints will be reviewed and updated annually.

**General Information:** EPME is a selectively manned special duty requiring 3-4 year controlled tours, a minimum of an Associate of Applied Science degree, and mandatory training requirements to gain proficiency to be fully qualified. All training requirements are outlined in this CFETP.

**Constraints:** One limiting factor affecting 8T000 qualification training is manpower availability. Even though entry into the 8T000 SDI is similar to retraining, currently there is no formal “pipeline” manning process which allows newly hired instructors to complete initial instructor qualification training (IIQT) prior to the date they are required to begin teaching. Therefore, unit manning and IIQT suffer as 8T000s are treated, for manpower purpose, as fully qualified the day they are assigned. As a result, instructor training is expedited to enable units to meet classroom requirements.

HQ USAF/DPDE must ensure this constraint is a priority with HQ/AFPC to establish an “instructor pipeline” allowing unit manning levels to accommodate instructors in IIQT. This pipeline must also assign instructors to gaining schools far enough in advance of the date they are required in the classroom to allow for near completion of IIQT. As a minimum, new instructors without prior teaching experience should not be counted against unit manning levels and should be assigned to the gaining school a minimum of eight weeks prior to their required date of availability. This would allow for completion of AIS, the follow-on instructor course, and minimal IST. AFPC should work with each MAJCOM EPME Representative, and/or commandant or flight chief to accommodate the IIQT needs of the instructor. In some cases, IIQT may take six-to-seven months to complete. This training cycle, to be effective, cannot be truncated to compensate for inadequate manning levels if a highly qualified 8T000 instructor is the end product we seek.

A second limiting factor pertains to availability of timely quotas at AIS. Timely quotas are essential to ensure flight chiefs and commandants can take full advantage of follow-on and lesson qualification training. To minimize this limiting factor flight chiefs and commandants must prepare for personnel losses well in advance by reviewing manning documents and forwarding their training requirements to their respective MAJCOMs. MAJCOMs will submit requirements to HQ AFPC/DPAAD2 NLT 30 Apr of each year. This input should reflect projected requirements two years out, i.e., requirements for fiscal year 2001 are submitted NLT 30 Apr 99. AFPC will report these requirements to AU for funding purposes.



## Part II

### *Section A – Specialty Training Standard*

**1. Implementation.** This Specialty Training Standard (STS) is for use by personnel who possess SDI 8T000 and is mandatory for those performing instructor and/or designer duties within the EPME program.

**2. Purpose.** As prescribed in AFI 36-2201 Developing, Managing and Conducting Training, this STS:

**2.1.** Provides documented certification for OJT.

**2.1.1.** Column 1 (Task and Technical Reference) lists the most common tasks and technical references (TR) necessary for airmen to perform duties in the 8T000 SDI. Identify current duty position requirements by circling letters and numbers where applicable; those tasks not circled are deferred. To identify additional 8T000 requirements, create an entry or entries on an AF Form 797. Tasks may be deferred when they are not applicable to the current job assignment.

**2.1.2.** Column 2 (Core Tasks) identifies specific core tasks. The letter “**I**” is used for instructor core task requirements, and “**D**” for instructional systems designer core tasks. If the core task column contains both an “**I**” and a “**D**”, the core task is applicable to both functions.

**2.1.3.** Column 3 is used to record the date tasks are begun. Column 4 is used to record the date task training is completed. Columns 5 and 6 are where the trainee and certifier initial once the task is completed and certified as being completed correctly. *(As a minimum, use the following column designators: Comp Date, Certifier Initials)*

**2.2.** Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, **On-The-Job Training Record**, and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

**2.2.1. Documentation.** Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum, complete the following columns in Part 2 of the CFETP: Training Completed, Trainee Initials, and Certifier Initials (if applicable). An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM. **NOTE:** The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for their career field.

**2.2.1.1. Converting from Old Document to New CFETP.** Use the new CFETP to identify and certify all past and current qualifications. For those tasks previously certified and required in the current duty position, evaluate current qualifications and, when verified, recertify using current date as completion date and enter certifier’s and trainee’s initials. For previous certification on tasks not required in the current duty position, carry forward *only* the previous completion date. If and when these tasks become a duty position requirement, recertify with current date and certifier’s and trainee’s initials.

**2.2.1.2. Decertification and Recertification.** When an airman is found to be unqualified on a task previously certified for his or her position, the supervisor lines through the previous certification or deletes previous certification when using an automated system. Appropriate remarks are entered on the AF Form 623A, **On-The-Job Training Record Continuation Sheet**, as to the reason for decertification. The individual is recertified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

**2.2.2. Training Standard.** Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

**2.2.3. Automation Authorization.** Automation of this STS is authorized at MAJCOM level and above as long as the automation version mirrors the AF STS.

**2.2.4. Local Requirements.** Bases have the authority to add local requirements.

**2.2.5. Special Instructions.** Upon completion of training, the supervisor or trainer enters completion dates, then initials the certifier block, and has the trainee initial the trainee's initials block. IAW AFI 36-2201, para 4.9.1.7., in the case of instructor training, the trainer can also be the certifier. Because this is true, the trainer's initials block has been removed from this STS. Additionally, IAW AFI 36-2201, para 4.9.1.8., "individuals who have attended a formal instructor qualification course and are currently performing duties as an instructor, regardless of AFSC, are not required to complete the Air Force Training Course. These individuals can perform trainer and/or certifier duties as designated above."

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

DONALD L. PETERSON, Lieutenant General, USAF  
Deputy Chief of Staff, Personnel

<b>THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY</b>		
<b>TRAINEE</b>		
NAME (Last, First, Middle Initial)	Initials	SSAN
<b>IMMEDIATE SUPERVISOR'S NAME AND INITIALS</b>		
N/I	N/I	
N/I	N/I	
N/I	N/I	

SPECIALTY TRAINING STANDARD					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
<b>1. INSTRUCTION</b>					
<b>1.1. INSTRUCTOR METHODOLOGIES TR: AFM 36-2236</b>					
1.1.1. Personalize lesson plans					
1.1.2. Present a formal lecture					
1.1.3. Present an informal lecture	I				
1.1.4. Conduct a guided discussion	I				
1.1.5. Conduct a teaching interview					
1.1.6. Use case studies and/or exercises	I				
<b>1.2. SUBJECT MATTER TR: 8T000 CFETP</b>					
1.2.1. Student teaching course requirements for the level to be taught (i.e. ALS, NCOA, SNCOA)	I				
<b>1.3. EVALUATION</b>					
<b>1.3.1. Objective TR: AFM 36-2236; EPME Procedural Guidance; Local Directives</b>					
1.3.1.1. Administer objective examinations	I				
1.3.1.2. Grade objective examinations	I				
1.3.1.3. Critique objective examinations	I				
1.3.1.4. Conduct examination review	I				
1.3.1.5. Perform automated test analysis (e.g. TAD)					
1.3.1.6. Counsel students on objective evaluations	I				
<b>1.3.2. Performance TR: AFM 36-2236; EPME Procedural Guidance</b>					
1.3.2.1. Conduct performance evaluations	I				
1.3.2.2. Grade performance evaluations	I				
1.3.2.3. Evaluate students on participation, attitude and conduct	I				
1.3.2.4. Provide students feedback on performance evaluation	I				
<b>1.3.3. Diagnostic TR: AFM 36-2236; EPME Procedural Guidance</b>					
1.3.3.1. Administer diagnostic examinations	I				
1.3.3.2. Grade diagnostic examinations	I				
1.3.3.3. Provide student feedback	I				
<b>1.3.4. Test Control Procedures TR: EPME Procedural Guidance; Local Directives</b>					
1.3.4.1. Apply test control procedures	I				
<b>1.3.5. Course Critiques TR: AFI 36-2301; EPME Procedural Guidance</b>					
1.3.5.1. Administer course critiques	I				
<b>1.4. USE AUDIOVISUAL AIDS</b>					
<b>1.4.1. Operate Audiovisual Equipment TR: Local Directives.</b>					
1.4.1.1. Overhead projector					
1.4.1.2. Computer generated presentations					
1.4.1.3. White/chalk board					
1.4.1.4. TV/VCR					
1.4.1.5. 35 mm slides					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
1.4.2. Perform operator maintenance on audiovisual equipment					
<b>1.5. CLASSROOM ENVIRONMENT TR: AFM 36-2236; Local Directives</b>					
1.5.1. Introduce guest speakers					
1.5.2. Maintain classroom discipline	I				
1.5.3. Prepare classrooms for instructional periods	I				
<b>2. SUPPORT</b>					
<b>2.1. SUPPLY/EQUIPMENT TR: AFM 23-110</b>					
2.1.1. Manage equipment accounts					
<b>2.1.2. Manage supply accounts</b>					
2.1.2.1. Requisition supply materials					
2.1.2.2. Maintain supply discipline					
<b>2.2. BUDGET TR: Resource Manager's Handbook; Local Directives</b>					
2.2.1. Prepare and execute annual budget					
2.2.2. Plan/budget for technology upgrades					
<b>2.3. FACILITIES TR: Local Directives</b>					
2.3.1. Maintain facilities					
2.3.1.1. Identify and report unsafe conditions and practices	I,D				
2.3.1.2. Conduct walk through inspections for fire, ground safety hazards and building maintenance	I,D				
2.3.1.3. Report or correct noted deficiencies	I,D				
2.3.2. Plan facility improvements					
<b>2.4. REPROGRAPHICS TR: Local Directives</b>					
2.4.1. Prepare course materials for reproduction					
<b>3. ADMINISTRATION</b>					
<b>3.1. GENERAL TR: AFI 34-104; AFI 33-360 V1, AFH 33-337; AFI 38-201; AFI 33-112; AFI 33-114; Local Directives</b>					
3.1.1. Interpret and explain Air Force, MAJCOM, and local regulations and directives	I,D				
3.1.2. Develop operating instructions					
3.1.3. Monitor/coordinate billeting/travel arrangements					
3.1.4. Prepare general correspondence	I,D				
3.1.5. Assess, review and manage manpower requirements					
3.1.6. Operate computer hardware	I,D				
3.1.7. Utilize computer software	I,D				
<b>3.2. COURSE MANAGEMENT TR: EPME Procedural Guidance; Master Task Listing; Local Directives</b>					
3.2.1. Develop annual class schedule					
3.2.2. Establish class schedules					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
3.2.3. Plan and conduct graduation activities	I				
3.2.4. Report graduates using Training Management System (TMS)					
3.2.5. Report program evaluation statistics					
3.2.6. Maintain student administrative records	I				
3.2.7. Determine training quota allocations					
3.2.8. Develop metrics and measurements					
3.2.9. Manage course documents					
3.2.10. Maintain curriculum reference materials	I,D				
<b>3.3. STUDENT MANAGEMENT TR: EPME Procedural Guidance; Local Directives</b>					
3.3.1. Administer student awards program	I				
3.3.2. Convene academic review board					
3.3.3. Establish procedures for student administrative, academic, disciplinary release					
3.3.4. Conduct student in/out processing	I				
<b>4. SUPERVISION</b>					
<b>4.1. STUDENTS TR: AFM 36-2236; EPME Procedural Guidance; Local Directives</b>					
4.1.1. Counsel students on course matters	I				
4.1.2. Counsel students on personal matters	I				
4.1.3. Counsel students on career or educational opportunities	I				
4.1.4. Conduct student conference periods	I				
4.1.5. Document student counseling	I				
<b>4.2. STAFF/FACULTY</b>					
<b>4.2.1. SUPERVISION TR: AFI 36-2103; AFI 36-2403; EPME Procedural Guidance; Local Directives</b>					
4.2.1.1. Plan orientation of new personnel					
4.2.1.2. Explain policies, procedures, and other directives to peers and subordinates					
4.2.1.3. Analyze work					
4.2.1.4. Prioritize work					
4.2.1.5. Establish work methods					
4.2.1.6. Establish performance standards					
4.2.1.7. Plan work assignments					
4.2.1.8. Supervise activities of personnel					
4.2.1.9. Evaluate individual performance					
4.2.1.10. Complete performance evaluation					
<b>4.2.2. FACULTY DEVELOPMENT TR: AFI 36-2201; AFM 36-2108; AFI 36-2301; 8T000 CFETP</b>					
4.2.2.1. Identify training requirements					
<b>4.2.2.2. Determine individual training needs</b>					
4.2.2.2.1. Evaluate skills / qualifications					
4.2.2.2.2. Recommend personnel for training					
4.2.2.2.3. Schedule personnel for training					
4.2.2.3. Develop training objectives					
4.2.2.4. Develop evaluation devices					
4.2.2.5. Develop training plans					

SPECIALTY TRAINING STANDARD (Cont.)					
TASKS AND TECHNICAL REFERENCES	CERTIFICATION				
	CORE TASKS	START DATE	COMP DATE	TRAINEE'S INITIALS	CERTIFYING OFFICIAL'S INITIALS
4.2.2.6. Select qualified trainers					
4.2.2.7. Motivate trainers and trainees					
4.2.2.8. Counsel trainees on training progress					
4.2.2.9. Monitor effectiveness of training					
4.2.2.10. Maintain training records					
<b>4.2.2.11. Certify instructor training completion</b>					
4.2.2.11.1. Certify initial qualification training					
4.2.2.11.2. Certify student teaching course					
4.2.2.12. Develop/conduct In-service Training (IST)					
<b>4.2.3. RECRUITING TR: AFMAN 36-2108; Local Directives</b>					
4.2.3.1. Recruit/interview candidates					
4.2.3.2. Recommend/Select individuals for E PME positions					
<b>5. CURRICULUM DEVELOPMENT TR: AFM 36-2236; EPME Procedural Guidance, Local Directives</b>					
5.1. Establish lesson objectives and measurable samples of behavior	D				
5.2. Develop, review and organize lesson plans	D				
<b>5.3. Develop, review, and organize evaluation instruments</b>					
5.3.1. Develop student surveys	D				
5.3.2. Develop test questions and rationale	D				
5.4. Develop, review, and organize objectives	D				
5.5. Develop, review, and organize performance objectives	D				
5.6. Develop, review and organize visual aids	I,D				
5.7. Develop, review and organize other course-related materials (handouts, study guides, student texts)	I,D				
5.8. Establish procedures for performance evaluations	D				
<b>5.9. Course review</b>					
5.9.1. Develop feedback instruments (critiques, surveys, etc.)	D				
5.9.2. Review and evaluate critiques	D				
5.9.3. Review/interpret course statistics	D				
5.9.4. Recommend adjustments to curriculum based on course analysis	D				

### ***Section B - Course Objective List***

**NOTE:** There is currently no advanced course. This area is reserved.

### ***Section C - Support Material***

**NOTE:** There are currently no support material requirements. This area is reserved.

### ***Section D - Training Course Index***

**1. Purpose.** This section of the CFETP identifies training courses available for the SDI 8T000.

#### **2. Air Force In-Residence Courses.**

<b><u>COURSE NUMBER</u></b>	<b><u>TITLE</u></b>	<b><u>LOCATION</u></b>	<b><u>USER</u></b>
MAIS 001	Academic Instructor School	Maxwell AFB	AIS
MESC 001	EPME Instructor Course	MAFB-Gunter Annex	EPC

### ***Section E - MAJCOM Unique Requirements***

**NOTE:** There are currently no MAJCOM unique requirements. This area is reserved.